

Butler University
ED 433— Foreign Language Special Methods
Spring 2010

Unit Plan

Select a segment from a level that you will teach during your student teaching experience. Identify a self-contained segment of the unit that will take 8 to 12 instructional days. Be sure to think in terms of what students should know and be able to do as you write unit and lesson goals and the performance assessments that will accompany the unit. You may use the activities, resources and assessments provided by the text, but they must be adapted to reflect an emphasis on proficiency and performance if necessary. Be sure that your unit addresses the Five Cs.

The final unit plan must be submitted in an electronic format by **Monday, November 8**. You are encouraged to submit individual components as they are discussed in class for feedback and for revision.

Unit Evaluation:

The unit will be assessed using the rubric that will be used for assessment of the ED433 portfolio.

- Proficient—consistently exceptional demonstration of skills and abilities
- Competent—all areas demonstrate competence and/or mastery
- Basic—changes are necessary, and/or a component needs to be readdressed
- Emerging—Section is poorly done and/or does not meet the goals of the assignment

Unit Components

1. Unit theme

Identify the theme that frames the unit and provides a context for language and culture learning.

2. Learning Scenario

Provide an overview of the teaching and learning topics, activities and projects that you envision for this unit. Describe in sufficient detail so that an administrator, parent, or student can understand what real-world language performance tasks will be practiced and learned during the time period specified. Utilize materials provided by the text as well as ideas you have generated to supplement the text. Indicate how the ACTFL Standards will be addressed in the description of your unit. Consider:

- Connections to other disciplines and perspectives

- Cultural practices and products
- Opportunities for personal enrichment or practical applications of learning

3. Unit Goals

Your overall goals should be stated in terms of what students will know and be able to do as a result of the unit. Goals should be tied to the “big picture”. Reference should be made to the national standards.

- Communicative goals are clearly stated.
- Linguistic goals are clearly stated.
- Connections to other disciplines and perspectives are outlined.
- Cultural practices and products are integrated.
- Opportunities for personal enrichment or practical applications of learning are outlined.

Portfolio suggestion: Be sure that the unit goals are relevant and meaningful for students. (INTASC #1), (INTASC #7)

4. Assessment:

- Formative assessments are included.
- The summative assessment is an Integrated Performance Assessment (IPA).
- Cultural objectives are assessed through the IPA.
- Rubrics have been created for the IPA.
- Assessments adequately measure daily lesson and unit goals.
- Assessment strategies parallel teaching strategies.

Portfolio suggestion: Include samples of student assessments with your corrections and your reflections on the assessment process. (INTASC #8)

Portfolio suggestion: Include journal reflections written as this plan is being taught. Show evidence that you reflected on the lessons and indicate how you would adapt this plan for future classes. Be sure to mention any adjustments made “on the spot” as the lessons were being taught. (INTASC #9)

5. Hook

Describe what you will do to interest students in the topic of the unit. How will you activate the prior knowledge of the students?

6. Lesson Plans:

Submit detailed lesson plans for first lesson of the unit and for one other instructional day during the unit. Provide a brief (paragraph) explanation of what will happen on the other days. Use the

lesson plan format for foreign language classes.

- Specific daily goals are stated in terms of what students will know and be able to do. Goals are stated in terms of function, content and accuracy. *Portfolio*: Creates learning experiences that make subject matter meaningful for students (INTASC #1)
- Required materials are listed.
- The mode of communication is stated for each activity.
- The plans are thorough and could be easily followed by a substitute teacher.
- Daily lessons draw on the prior knowledge and prior experiences of students. Specific strategies are in place to determine level of knowledge and experience.
- Daily lessons reflect a variety of strategies and activities that address all levels of Bloom's Taxonomy.
- Daily lessons reflect diversity of students. Differentiated strategies and/or content are evident.

Portfolio suggestion: Include student work samples and your reflection on how certain activities/strategies encouraged student development of critical thinking, problem solving, and performance skills. (INTASC #4)

Portfolio suggestion: Include student work samples and your reflection on a strategy's impact on student learning. (INTASC #3)

Learning Environment:

- Specific procedures are clearly outlined in terms of what the students will do and what the teacher will do.
- Evidence exists that students are in an environment that encourages positive, social interaction.
- Evidence exists that students are actively engaged in the learning process. Students are "on stage" more than the teacher.

Portfolio suggestion: Include anecdotal evidence showing how behavior management and motivational strategies were used. (INTASC #9)

Technology:

- Technology is an integral part of the lessons.
- Students use technology in meaningful ways.
- Teachers use technology to enhance instruction.

